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AN APPEAL

TO THE PUBLIC,

ESPECIALLY THOSE CONCERNED IN EDUCATION,

AGAINST THE

WRONG AND INJURY

DONE

BY MARCIUS WILLSON,

IN HIS PAMPHLET ENTITLED "REPORT ON AMERICAN HISTORIES,
ETC. PUBLISHED BY MARK H. NEWMAN & CO.
NEW YORK, 1847."

SHOWING ALSO

THEIR TRESPASSES ON MY LITERARY PROPERTY.

BY EMMA WILLARD.

NEW YORK:

PUBLISHED BY A. S. BARNES & CO. . . .

No. 51 JOHN-STREET.

1847.

Important: not to last leaf mutilated
educ 1788.46.6
✓ Educ 2235.70.2



Subscription fund

QUESTIONS

FOR THOSE WHO WISH TO BE JUST.

1. Will you read this book ?
2. Will you compare, carefully, Willard's History with Willson's ?
3. Will you particularly compare the PARALLELISMS referred to on pages 12, 13, and 14 ?
4. Will you remark that those are all found on fifteen consecutive pages of Willson's History ?
5. Will you compare for yourself, and find others ?
6. Will you read the Report of the Ward School Teachers' Association on page 35.
7. Will you note, that from page 47 of Willson and 37 of Willard, where the date, 1606 occurs, the number of pages to the end of each is the same,—omitting the leaf of the map at the end of Willson ?
8. Will you measure the pages in length and breadth, and compare the general effect of the arrangement of the matter on each page ?
9. Will you carefully compare the general thread of the narration in each ?
10. Will you also note that Mrs. Willard's was the first history illustrated by progressive maps ?
11. Will you then ask yourself if Mr. Willson ought to have attempted to ruin Mrs. Willard's book by writing and circulating his criticism ?

AN APPEAL

AGAINST

WRONG AND INJURY

THIS appeal is offered to the public, because the pamphlet, which, so far as injurious reports are concerned, is the instrument of the injury, against which, I would defend myself, has gone abroad, beyond my power to trace it. This pamphlet, containing thirty-four pages, written by Marcius Willson, printed and published by Mark H. Newman & Co., New York, has been sent to me by indignant friends, from the centre, and from the far confines of our vast country. For such acts of kindness, I would here return my thanks to several Ladies, who have been my former pupils and teachers, and are now Principals of some of the most respectable female seminaries in the Union. They, being in the use of my books, and having received Mr. Willson's pamphlet, and his book, of which it is the herald, communicated the fact to me, and in some cases sent me the pamphlet. My publishers, Messrs. A. S. Barnes & Co., of New York, have been notified by their agents in Cincinnati, in Worcester, Boston, and other places, that this pamphlet was injuring my works, and should be met. Three days since, I received a letter from a gentleman of Cincinnati, whose high literary, social, and moral position would add weight to the words which I am about to quote, did I feel at liberty to give his name. In the course of his letter, he says, "I have heard it said lately, that a book-selling house in New York has been publishing, I mean *pirating*, your history. The only consideration for that is, that there was *merit in it* to pirate! I hope, if such be the case,

that you will sue them for damages ; for I think it one of the crying sins of the times, the manner in which good school books are pirated by other publishers."

To be quick to see, and fearless to stand for truth and right, is an attribute, beyond that, of the animal courage, which may lead a man to become the hero of battles. Such, I conceive, to be the character of him, from whose letter the above is quoted. To him, and to such as him, I prefer to appeal my cause, (certainly in the first instance,) rather than to adopt the course which he recommends. The transaction, which I shall develop, is one, of a character so extraordinary, that the reading and reflecting public ought to know it. It is a case, in a system of injustice, which is sitting, like an incubus, upon our national honor, in respect to our literature, and in regard to our improvements in education,—where the wrong and injury are carried to a pitch before unknown ;—and that, with an artfully woven system of means, long persevered in, by the principal party, and by others, who have been, either knowingly or unconsciously, made his accessories.

From a gentleman at the head of a male school in St. Louis, Missouri, whose wife was one of my former pupils, and is now Principal of a young ladies' school, I received the pamphlet of Messrs. Willson and Newman, bearing date New York, 1847, and having, pasted on its cover, the name of a bookseller of St. Louis. This gentleman informed me by letter, that he had defended me, by taking the ground, that the abridged history, in which so many errors had been found by Mr. Willson, was not my book. This shows, that the scheme of injury is not only extensively circulated, but so artfully contrived, as to mislead even my friends ; and that justice to them, as well as to myself and a deceived public, require of me that I should, without fear, let the truth be known. Truth, for the ends of justice, all have a right to know ; all, when called on, a duty to speak.

The pamphlet of Mr. Willson is everywhere palmed off as the candid Report of a Society of Teachers ; while, by its misstatements, it is depriving me of the hard-earned confidence of the public ; and thus, not only taking away the just reward of my labors, but robbing me of that, which has a value, money

cannot measure—my character as an author ;—the capacity in which I desire, through the remnant of my days, to serve my God and my country. Nor is this all. While in this pamphlet Mr. Willson seeks to make it believed by his criticisms, that my style is bad, and my facts incorrect, his book, which he sends forth with this pamphlet to take the place of my abridged American History, *is an imitation of that work.*

Mr. Newman's name is brought forward in this connection, for he is a party concerned. Who bears the expense of printing a pamphlet of thirty-four pages, and sending it throughout the land ? Does Mr. Willson's zeal for "the cause of education" go so far that he not only writes "Reports," but pays for printing and circulating them ? No one will believe this. If Mr. Mark H. Newman is at the expense of the paper, and the labor of printing and circulating a book, he does it from design. If this design is to injure me and my property for his own pecuniary advantage, is he innocent ? The external appearance of Mr. Willson's book, now published by Mr. Newman, is a proof that the author is *not alone in the plan of imitating the book, which is thus jointly slandered.* Its exact resemblance to mine in size, and many of its external characters, is such that booksellers (and if needed such may be brought to testify) have come to me, and asked me if I was aware that a book was in the market, which appeared like a counterfeit of mine,—so resembling it, that it would naturally be taken by common observers for the same.

Is not the thing which people imitate that which they admire ? And is not that which they counterfeit, what they regard as truly valuable ? Yet, while on the one hand Mr. Newman and Mr. Willson send forth their imitation of my book,—on the other, they send their slanderous pamphlet, to prove that what they have thus imitated, is something which the public should despise.

When I make some claim to originality it will be recognised. This rests, in part, on my being a writer of school histories, and other school books, which have original features : and Mr. Willson can hardly be ignorant of what so many know, that much money has heretofore been made by writers and

"The office of a critic is, under any circumstances, one of much delicacy. To examine the productions of others with fairness and candor, and pass upon them, in a spirit of justice, tempered with forbearance, requires a mind free from excitement and bias, and should not be undertaken in the heat of literary rivalry, heightened by the hope of pecuniary advantage.

"The report of Mr. Willson, though it professed to be 'a Critical Review of American Common School Histories,' was chiefly occupied in pointing out their defects; and Mrs. Willard's appear to have been specially selected as worthy of his notice. Why he bestowed so much labor and research in that examination, may perhaps be gathered from his own admission, that 'Mrs. Willard's history has received the highest commendations for its accuracy and high literary merits.'

"Soon after this report was made, it was published, in whole or in part, in the *Biblical Repository*, it being there entitled, 'A Review of Common School Histories.' "

Here I interrupt my friend to say, that as soon as I learned that my works were attacked, I procured the "Review," and sat carefully down to their examination, wherever their correctness was called in question. The author had used for his criticisms the first editions* of both my American histories, and had inserted inadvertent errors, however small, which in second and third editions had been corrected, *and that, too, some time before even the first appearance of his Report.* I immediately replied to the attack, though not in my own name, for I wished to avoid public controversy. My answer, which will follow, was published in the same periodical where the attack appeared. Observe here, that the review to which the following is a reply, constitutes the whole of the "Report" proper, and comprises the first 28 pages of Mr. Willson's pamphlet. This reply has been nearly two years published, though not in a journal of great circulation; but Messrs. Willson & Newman, by means of their agents, are now pushing the Review, in a pamphlet form, throughout the whole country, as if it were unanswered and unanswerable.

* See Note A.

Reply—Extracted from the Biblical Repository of October, 1845.

‘In the July number of the Repository, there is a criticism on American Common School Histories, by a gentleman, who, being about to publish one himself, very naturally seeks to destroy public confidence in his rivals, and that the most strenuously where the most annoyance is apprehended. Mrs. Willard’s Histories of the American Republic,—especially the abridged one, appears to have received this distinction. These works have been commended by those who have used them, for the diffusive glow of patriotic, moral, and religious feeling which pervades them. On this point Mr. Willson has said nothing. The only *fact* of any consequence, in which he accuses Mrs. Willard of error,* is where she asserts that the territory first discovered by the Cabots was Newfoundland. Here Mrs. Willard is right, and Mr. Bancroft, whom Mr. Willson follows, in a different statement, is in error. That Mrs. Willard’s assertion is correct, is shown from the name, “Prima Vista,” given to the island at the time of its discovery, and never changed; and also, by the concurrent testimony of all historians since, until within the last twenty years; when the specious writer of a “Memoir of Sebastian Cabot,” in making a furious attack on Hackluyt’s history, undertook to unsettle that point. But this writer has been conclusively answered (and probably since Mr. Bancroft penned the first part of his history) by Mr. Tytler, the well-known author of the “History of Scotland.”

‘Mr. Willson asserts that Mrs. Willard pursues in her history the synchronistic method of arrangement, which, as he says, is unsuited to the purposes of instruction. Mrs. Willard does not pursue this method, neither does she confine herself to the ethnographical, but, after a clearly defined plan, she unites both, with a view to avoid the inconveniences and combine the excellencies of each.

‘Mr. Willson makes great account of the confusion of dates,

* We make no account of Mr. W.’s grave comments on the accidental exchange of the word east for west, by which he infers an attempt to show that Delaware was settled in New Jersey.

which he says all English and American histories have fallen into, from the exchange of old style to new ; and he is at a loss to account for the indifference of later writers to the subject. We suppose the true reason of this to be, that the time when this confusion occurs, is now so distant, that they have regarded it as of too small importance, whether an event was ten or eleven days sooner or later, to give themselves much trouble about it. We do not undervalue chronology, for the grand connexion of events, by cause and effect, is linked to the order of time. Mrs. Willard, by devising a series of maps corresponding to the principal epochs of our country's early history, and by her late invention of the "American Chronographer," may justly claim to have done for American chronology what no other writer has done. But as the astronomer, in calculating the appearances of the heavens, finds that the visual angle of the distance between any two bodies, becoming less and less as they recede, is at length nothing ; so in history, ten or eleven days, at a hundred years' distance, becomes, to the mental vision, an imperceptible difference in time. It matters as little whether the day kept in honor of the Pilgrims' landing, is or is not the actual anniversary, as it does whether Christmas, which is celebrated by so great a part of Christendom, is or is not the real anniversary of our Lord's nativity. If the events, with their consequences, be duly and gratefully apprehended, that is all which is essential.

'In Mr. Willson's attempts at the correction of Mrs. Willard's style, we shall not follow him through the minutia of his hypercriticism ; in which, however, he has made sundry incorrect assertions, and some unfair quotations. Of the words which he cites as incorrectly used, *there is not one* in which the definitions given by Mr. Webster in his large dictionary do not justify Mrs. Willard. We would not assert that there is not a word in Mrs. Willard's books used in an incorrect signification ; but this we do assert, Mr. Willson has not found one. In winding up his article, he uses expressions by which he would have it believed, that he only stated, here and there as it happened, some small part of the errors which he had detected in Mrs. Willard's books. But in the paragraphs preceding, we find, from

observing the pages to which he refers, that he had looked regularly through the questions in small type at the foot of the pages in the small history, where he gleaned a few colloquialisms, which, though probably contained in the first edition, have been since corrected. After dealing in this small way, we can hardly suppose, especially considering Mr. Willson's zeal "for the cause of education," that he would keep from the public any thing which he supposed to be inaccurate.'

Here ends the Reply, as extracted from the Biblical Repository. To the word colloquialisms was appended the following foot-note: 'Three of these have been corrected since the publication of Mr. Willson's article; also, three or four slight errors in point of fact, and about as many in the arrangement of sentences.'

These colloquialisms, I now remark, are all one thing—*who* used for *whom* in asking questions. This is according to good usage in ordinary conversation, as "Who did you see?" "Who did he marry?" and ought I think to be recognised by grammarians as correct, for good usage is, after all, the standard. Yet, of ten such cases, Mr. Willson made out eleven lines, standing for the more show, in ten paragraphs. Before his first publication, seven of these ten cases had disappeared from my book; immediately after, and nearly two years ago, the remaining three were changed. *So that these eleven lines have been, for nearly two years, circulating, in Mr. Willson's pamphlet, ten misstatements respecting my book.*

II.—Some of the most remarkable PARALLELISMS of Mr. Marcius Willson's "History of the United States," with my abridged "History of the Republic of America," will now be shown.

On this subject my friend's manuscript is again used: "The works of Mrs. Willard are certainly new in this important feature, that of connecting with the history a series of maps exhibiting the gradual progress of civilization and physical development. Mr. Willson even in his review admits this fact. He says, 'In our school histories historical maps have been introduced *only* in those of Mrs. Willard and in the pictorial history

of Goodrich.' As Mr. Goodrich's history was published subsequently to Mrs. Willard's, the merit of originating this plan will, I presume, not be denied to her, nor can it be doubted, after an examination of Mr. Willson's book, that this feature has been made the basis of his entire arrangement."

Here I again interrupt my friend to remark, that in regard to the invention of a series of historic maps to illustrate American history, Mr. Willson conceals his intention of using *my* original plans, by artfully placing in the passage above quoted, another name with mine, thus giving a false impression that there are two inventors. In my first History of the American Republic, of which Mr. Willson speaks in the Review, the very first sentences are these :

"This book owes its existence rather to accident than design. My thoughts being directed to improvements in education, I had arranged for my pupils a series of maps of the United States, illustrating their geographical situation at certain epochs, and combining such historical events, as were capable of being delineated on a map. Classes were instructed on this plan, and brought forward to public examinations. Literary persons passed high encomiums on their progress, and the manner in which they had been instructed, and advised me to lay my method of teaching before the public."

Here the history of this invention is given, and shown to be even antecedent to my design of writing a work to correspond with my maps,* and of course long before Mr. Goodrich was in this field.

* My school books have all been written to carry out plans of teaching, which I devised for the benefit of my own school. I never wrote a book for the mere purpose of getting money; but I have written books to give away for the promotion of benevolent objects. Nevertheless, the laborer is worthy of his hire. If he is not to have it himself, shall another take it? Literary thefts are as immoral as any other, and knowingly to be a receiver of such, is also an immorality; and how discouraging to original writers! I have another plan in my mind, that I regard as one of great moment to the cause of education, which I cannot develop without writing a small book. What encouragement have I to do so, if, as soon as I write it, some greedy adventurer, backed by his publisher, is to make it his own, and then slander me for my reward?

My friend's manuscript is here resumed: "Mrs. Willard's abridged history was published in the spring of 1843, and recommended by the association for the improvement of education in the state of New Jersey in the year 1844. Mr. Willson was at that time a teacher, and resided in Newark.

"Did not Mr. Willson, from an examination of Mrs. Willard's history, form the plan of writing a similar one, and has he not modelled his in its striking features, both in regard to general plan and arrangement, after hers? If so, his objects and motives in publishing his critical review are easily seen. Let us examine the two books together.

"It is well known to all teachers that mechanical execution, by which we mean the arrangement of the matter on the page, the kind of type, the division of the subjects into suitable paragraphs, and the facility of reference from one part to another, are all highly important in books intended for the young. The type and general appearance of the two books are strikingly similar. The pages of Willson are of the same length *exactly* as those of the abridged history, and the width of the reading matter in both *exactly* the same. The principal dates of each page are thrown at the outer side of the page in both books; and each is divided into paragraphs of about the same length, with notes or questions in the margin. The reading matter of the abridged history begins at page 15; so does Mr. Willson's. Mr. Willson commences his Colonial history in the year 1606, at page 47; the abridged history has the same date at page 37: from that date to the end the abridged history occupies 309 *pages*, and Mr. Willson 309 *pages*, exclusive of a map corresponding to the one on page 310 of Mrs. Willard's, and some remarks printed on the back of it.

"The abridged history is divided into four principal parts; Mr. Willson divides his book also into four parts. But a still stronger point of resemblance consists in this: the abridged history was the first illustrated by maps changing with the face of the country; this method of illustration has also been adopted by Mr. Willson.

"Besides these general resemblances, which are certainly very striking when the books are examined together, there are

yet other evidences that Mrs. Willard's book was lying open on Mr. Willson's table at the time of writing his, and that it was not necessary for him to make a second examination to enable him to write his criticism.

"It requires much labor to examine two works with sufficient scrutiny to detect the improper use of literary matter, even where such use is frequent; and I have therefore limited myself to what falls within fifteen pages of Mr. Willson's History, viz., from the 43d to the 57th inclusive.* Speaking of the settlement at the mouth of the Kennebec river, we have—

WILLARD, page 37.

*"They landed at the mouth of the Kennebec river, where they built and fortified a store-house. The sufferings of the colony through the winter, were severe. They lost their store-house by fire, and their president by death, and the next year returned to England, * * * &c."*

WILLSON, pp. 43, 44.

*"They landed at the mouth of the Kennebec, where they erected a few rude cabins, a store-house, and some slight fortifications; * * * * The winter was intensely cold, and the sufferings of the colony from famine and hardships were extremely severe. They lost their store-house by fire, and their president by death, and in the following year abandoned the settlement and returned to England."*

"Speaking of Capt. John Smith :

Mrs. WILLARD, p. 41.

"He told them wonderful stories of its [the compass] virtues, and proceeded, as he himself relates, 'by the globe-like figure of that jewel, to instruct them concerning the roundness of the earth, and how the sun did chase the night round about the world continually,' by which his auditors were filled with profound amazement."

Mr. WILLSON, p. 50.

"Showing a pocket compass, he explained its wonderful properties, and, as he himself relates, 'by the globe-like figure of that jewel, he instructed them concerning the roundness of the earth, and how the sun did chase the night round about the world continually.' In admiration of his superior genius, the Indians retained him as their prisoner."

"The last lines finish corresponding paragraphs in both books. The next paragraphs begin with—

In WILLARD—

"Their minds seemed to labor with the greatness of the thought, that a being so superior," &c.

In WILLSON—

"Regarding him as a being of superior order," &c.

* Mr. Willson has also passages from my larger history.—E. W.

"And these paragraphs end in both books with—

"in order to learn from the invisible world, whether their prisoner wished them well or ill."

"in order to learn from the invisible world, the character and designs of their prisoner."

"The next paragraph in both books begins with—

IN WILLARD—

"The decision of his fate was finally referred to Powhatan. * * * Then the stern savage relented."

IN WILLSON—

"The decision of his fate was referred to Powhatan. * * * * The savage chieftain relented."

"In the next paragraphs we have—

IN WILLARD—

"Smith having now learned much of the Indians," * * * *

"During his absence, however, there had been much disorder and misrule." * * * *

IN WILLSON—

* * * "he thereby learned much of the Indians" * * * *

"But on his return to Jamestown, he found disorder and misrule." * * * *

WILLARD, p. 43.

"The council in England, chosen by the stockholders, was to appoint a governor, who was to rule the colonies with absolute sway."

"They appointed as governor for life the excellent Lord Delaware." * * * *

"The admiral's vessel was stranded on the rocky shores of Bermuda, a small ketch perished, and only seven of the vessels reached Jamestown."

Page 44.

"After his departure, all subordination and industry ceased among the colonies. The Indians no longer afraid, harassed them, and withheld their customary supplies. * * * In six months, anarchy and vice had reduced the number to sixty; and those so feeble and forlorn, that in

WILLSON, p. 52.

"This council was authorized to appoint a governor, who was to reside in Virginia, and whose powers enabled him to rule the colonies with almost despotic sway."

Page 53.

"Under the new charter, the excellent Lord Delaware was appointed governor for life." * * * *

* * * * "was stranded on the rocks of the Bermudas. A small ketch perished, and only seven vessels arrived in Virginia."

Page 54.

"On the departure of Smith, subordination and industry ceased * * * ; the Indians became hostile, and withheld their customary supplies; the horrors of famine ensued; and in six months anarchy and vice had reduced the number of the colony from four hundred and

ten days more they must all have perished."

"In the mean time, Sir Thomas Gates and his companions, who had been wrecked on the rocks of Bermuda, had found there the means to construct a vessel." * * * *

Page 45.

* * "Sir Thomas Gates arrived with six ships and three hundred emigrants." * * * *

"Her son survived and reared an offspring, which is perpetuated in some of the best families in Virginia."

"Argall governed with so much rigor, as to excite universal discontent. Not only did he play the tyrant over the colonists, but he cheated the company."

Page 46—par. 4.

"In order to attach the colonists more entirely to their new settlements." * *

Page 46—par. 6.

"This was the commencement of negro slavery in the United States."

ninety to sixty; and these were so feeble and dejected, that if relief had been delayed a few days longer, all must have perished." * * * *

"In the mean time Sir Thomas Gates and his companions, who had been wrecked on the Bermudas, * * * * had found means to construct two vessels." * * * *

Pages 55-56.

* * "Sir Thomas Gates arrived with six ships and three hundred emigrants." * * * *

"She left one son, from whom are descended some of the most respectable families in Virginia."

* * "To Argall, who ruled with such tyranny as to excite universal discontent. He not only oppressed the colonists, but defrauded the company."

Page 57—par. 10.

"In order to attach them still more to the country."

Page 57—par. 8

"This was the commencement of negro slavery in the English colonies."

"I have thus compared a few of the parallel passages in the two books, and it will appear from an examination of them, that the phrases compared refer in all cases to the same antecedent subject, and that the thread of the general narrative is the same in both. A few coincidences would not certainly sustain the charge of plagiarism, nor justify another in making it. But when all the circumstances of this case are considered—the time at which Mrs. Willard's book was published—its adoption by the educational convention of New Jersey—the attack upon it by Mr. Willson—the subsequent adoption by him of her general plan of illustration by progressive maps—the exact

size of the pages of the two books—and the further fact, that the number of pages from the commencement of the colonial history in 1606 to the end, is the same in both, taken in connection with so many coincidences of style and phrase, I cannot but feel that the public will bear me out in the sentiment that Mrs. Willard has been wronged. I think they will also agree with me, that the attempt of Mr. Willson to bring his book to the notice of the public, by circulating widely in a pamphlet form, the severe criticisms which he made on similar and competing works, in the capacity of an officer of the New Jersey Educational Society, does not manifest that fairness of mind which is one of the strongest evidences of true merit."

Here ends the manuscript of my friend.

III.—To give still more weight to the foregoing, I would now dwell for a few moments on the character of Mr. Willson's pamphlet, and take some further notice of his pretensions as a writer of history, and as a candid critic, acting as the representative of a society.

The pamphlet has on its title-cover these words: "Report (called also a Review) on American Histories: by Marcius Willson, Author of Juvenile American History, History of the United States, American History, and Comprehensive Chart of American History, Published by Mark H. Newman & Co., 199 Broadway, New York, 1847."

Observe here, that this "Report" is said to be, by an author—the author of three books and a Chart on American History—a man no doubt learned on this subject. Such is the natural, and doubtless the designed inference; and the date, 1847, may help in making this false impression. But the Report was made before a single one of these works was in existence, though doubtless in anticipation of their appearance.

On the reverse outside cover, Mr. Willson's series of American Histories, as published by Mark H. Newman & Co., is *directly* advertised, as it is *indirectly* on the title-page. This direct advertisement of his works is accompanied with several

assertions of their superior excellence, for the truth of which, Mr. Willson, the author, refers to Mr. Willson, the Committee-man!! Thus of that History of the United States, which is an imitation of mine, he says: "This work presents the following claims to public favor: 1st. *Superior Accuracy. On this subject see the accompanying Review, (i. e. the Report;)* 2d. *Chronological Arrangement of Dates; wholly in New Style. See Review.*"

That Review, let it be remembered, is *his own work*, got up, as he himself says, while he was writing his history. Here Mr. Willson sits judge in his own cause, and expects the public, not only to give their attention; but to become a party, by carrying his sentence into execution, viz., by turning other histories out of the market, and buying his.

But the "Review" says nothing of Marcius Willson's History, which was not then in being. It only speaks against other books;—and if my History, with Daniel Webster's endorsement, and Hale's excellent premium History, with others, should turn out to be as little worthy of confidence as Mr. Willson would have the public believe, still the "*accuracy*" of his history is not thereby affirmed. A man might be good (and get a society to agree to it) at finding flaws, and even at mending them, in the wares of other workmen, who could never make a porcelain vase, or a brass-kettle himself.

On the inner page of the title-cover of the pamphlet is an account of the Society to which the "Report" was made, and the reader is expected to believe that what is contained in the pamphlet is the candid, disinterested criticism of a friend of education, made as committee to a Society of the friends of education. Here, in the sending forth of this Report in a pamphlet form, is practised a most artful and specious fallacy. The point in question is made to appear—not,—are the authors here accused really guilty of the long list of errors contained in the Report,—but, is this condemnation of authors, truly a Report to a Society? Was it received as such, and did the Society order it to be printed, and did they empower Mr. Willson to publish a part only, so that he might keep in reserve another part for his future contingencies? Now what

have the people of the United States to do with all this? Are they to condemn us authors unheard, supposing it to be true, that a man in these days of Societies, should have the art, going from the state of New York to the state of New Jersey to get up a Society for such a purpose? or finding one already there, to abuse its confidence, to the carrying out of a plan of pecuniary benefit to himself by injuring others? But if a Society had really, and with design, combined with Marcus Willson, to injure us, (as undesignedly they are made by him to appear,) this would but show added reasons, why we should take our own part, and the more strenuously defend ourselves.

To the members of the New Jersey Society I have to say, that the Report published in your name, bearing date 1847, contains, concerning my histories alone, *about forty erroneous accusations*. These affect my literary character, my usefulness, and my property. Of these accusations, *the major part were unfounded from the first; and the others, however small: the matters to which they relate, have been corrected for nearly two years, as Mr. Willson knows;** so that the whole body of these accusations are now untrue: yet still they are pushed everywhere, to the very extremities of the Union, as truths for which the New Jersey Society stands pledged. Does not this demand action on the part of your Society?

Messrs. Willson and Newman have doubtless believed that reports, circulated under the apparent sanction of a public body, would gain credence on that account; and they have probably thought, that they should thus be shielded from legal prosecution, should that be resorted to. But attempts to impose on the public are apt to recoil upon the authors; and the plain evidence of such an attempt, which the very outside of their pamphlet presents, would but increase their legal condemnation, should such be sought. Public opinion can, however, in this case, right the wrong done to itself, as well as to individuals.

* "Since the Review was first published, the errors pointed out by it have been corrected in several of the works referred to." See second page of the title-leaf of Mr. Willson's pamphlet—at the foot of the page, in small print, much out of sight.

If a man makes a composition, as the agent of a Society, and afterwards, without their sanction, uses it to suit his own private ends, then it is divested of its public character, and becomes solely an affair of his own ; and one, too, for which the Society has a right, *and it may be, as in the present case, a duty* to call him to an account. He has no right to publish, in the Society's name, but in such a manner as they direct. The Society of Teachers in New Jersey was organized for other purposes, than those of giving sanction to wrong and injury. It was not their intention to authorize Marcins Willson to publish a report, accusing authors of errors which they never committed,—and continuing to accuse them of those long since corrected ; and then to use the cover of the Society's "Report," nay, a part of its very title-page, as an advertisement of the books, for which he intends, *individually*, to pocket the money, which he shall, *in their name*, wrongfully take from others.

It is not to be wondered at, if the Society of New Jersey should have been deceived by Mr. Willson. He took to himself a most amiable air of great zeal for the "cause of education." Should that "gain any thing," he should, he said, "feel rewarded ;"!! and then there is a wonderful assumption of learning, in his use of the names of authors, by which it would naturally be inferred that his reading was very extensive. It is an amazingly calm, magisterial tone and manner, in which he pronounces such an author to be wrong in such a point, and such an one in error, in another. In his criticisms upon facts, or events, one would naturally suppose, that he had lived since the days of Columbus, and had himself been on the very spot where they all happened.

But seriously : how comes Mr. Willson to be entitled to speak *ex-cathedra* on points of history, which are unsettled, and where our best authorities are at variance ? The nature of his remarks are such, as to show that his reading is not extensive.* As to his great array of the names of authors, any person could make a greater, if disposed to go into that kind of

* That is, not extensive, in comparison with such a historian, for example, as Dr. Holmes.

flourish, merely by attention to the notes in Bancroft's "History of the United States," and Holmes' "Annals of America." The conveniences for quoting,—volume, chapter, and page, are all there, ready at hand.

It is not possible for any human being, however learned, where no records exist, and where original writers are vague and contradictory, to pierce the veil of oblivion, and come to the absolute knowledge of the unrecoverable past. Yet Mr. Willson's expressions of certainty in his criticisms, in these cases, are such, that one would suppose he possessed the gift to know all past events,—as thoroughly, as the language of the advertiser of a new nostrum would show him to have the gift of understanding all the secret operations of nature in respect to diseases, which are hidden from the regular faculty. These know nothing; but are entirely incorrect. Let the world, therefore, see to it, that they buy his medicine, and pay *him* their money.

IV.—We next notice Mr. Willson's Fallacious Pretensions, and Incorrect Practices with regard to Chronology.

Chronology is the hobby which Mr. Willson mounted in the beginning of this, his most extraordinary career, on which to ride into fame and fortune. He, doubtless, saw that my book had received favor with the public, much on account of the clearness, with which I had referred events to their dates; and he commenced his attack, by undertaking herein to destroy the public confidence in me; and, at the same time, to raise a mist, through which he could contrive, while he obscured the merits of others, to loom up, and appear large himself.

When at Syracuse, in April, 1845, I had the honor to meet (by the invitation of their secretary) the town and county common-school Superintendents of the state of New York, Mr. Willson, to me in every way a stranger, came before the meeting, to announce, that a new American History was needed from himself, on account of errors in those existing; especially in regard to the confusion of dates, resulting from old and new style. That a man should be moved to great things,—as to lecture around the country, and to write books, for some great and good object, I could readily comprehend; but that Mr. Marcius Willson

should undertake all this trouble,—or that he should make any one believe that he did, in order to right the wrongs of the community with respect to a few days' difference in dates, as to what happened two hundred years ago,—and from a compassionate desire to save from historic absurdities—such as celebrating a wrong day as an anniversary—men like Webster, Everett, Prescott, Story, and other sons of the Pilgrims, seemed to me most preposterous; and for him to set up such high pretensions, and then by a false standard of his own making, to judge and condemn the school histories of the country, in order, as he openly showed, to make way for his own, was, I thought, and still think, something far worse than preposterous.

He pretends, that it is the business of writers of even school histories, to perplex their scholars with *technical chronology*, and go into the vexed question of old and new style. Nay, the second superior excellency of his own book, according to the pamphlet, where Mr. Willson the author refers for the merits of his work, to Mr. Willson the reviewer, is, that *he gives all dates in new style*. The pretence that he does, so far from adding any value to his work, is but the fifth wheel to his coach, by which he has sought to improve upon his model. In order to his being fully understood by his young scholars, as to what he means by new style, he must first go deeply into astronomy. To that science, and not to history, does the explanation of the subject belong. In thus speaking, I have the highest authority. The greatest work, so far as dates are concerned, which has ever appeared in the English language, is the “Oxford Chronological Tables.” The learned editor thus speaks in the preface: “The subject of chronology has been divided by some of the ablest writers on the subject into two separate and distinct branches, TECHNICAL and HISTORICAL, the former relating to the several measures of time, and founded on astronomical principles, while the office of the latter is from given data to arrange and harmonize the different systems furnished by the historians of different ages and countries. OUR PRESENT CONCERN IS WITH THE HISTORIC SPECIES.”

This learned writer has here clearly stated the question, which, on the subject of chronology, is now at issue before the

public, between Mr. Willson and other authors of American school histories, and he distinctly and forcibly pronounces in our favor, and condemns Mr. Willson's criticism, and subsequent practice. For if, in a great and learned work, where the *chronology* of historic events is the special object, this author finds that *his* concern is wholly with *historic* and not at all with *technical* chronology; much more, *very much more* is historic chronology the sole concern of a writer of a school or family history. In the agitation of this question, then, Mr. Willson accuses us wrongfully, and in his own history improperly meddles with what is not his concern, and puzzles his scholars for nothing.

Moreover, Mr. Willson's great show of learning, and his pretension that he has found the key to unlock this difficult subject, is an illusion. He tells us (what is not as he states) that *all English* and Protestant writers, for a certain length of time, used old style, when French and Catholic authors used new style; and that therefore nothing is to be done to set this matter of dates clear, but to find out whether a certain event with its date was, during those periods, first related (which cannot always be traced) by the one party or the other.

No man, however great his learning, can now arrive at the absolute certainty of many of those dates of history, which have been obscured by the changes of the calendar, and, nearer to the times when it was more important, none *could*, in all cases, disentangle this confusion. Neither is infallible correctness the attribute of any author, however learned, honest, and truthful,—much less of those who are neither.

We now quote (adopting as our own his sentiments and language) another writer, the special object of whose learned research is chronological history. John Wade, author of "British History, Chronologically Arranged," towards the close of his preface, thus remarks: "My endeavor has been to consult the best authorities, carefully weigh their respective statements, and thence deduce a correct and faithful transcript. Of any party or sectarian predilections, likely to produce a wilful perversion of the truth, I am wholly unconscious: *That my work, however, is free from errors, and even injustice,*

*I am not vain enough to flatter myself. Infallibility does not appertain to any printed publication, not even of the highest import, however great the pains bestowed by author and typographer.**

Mr. Wade, after giving examples of discrepancy of dates, among the most reliable of historians, such as Mr. Lingard and Sir James Macintosh, thus proceeds: "I could easily occupy a page with the anachronisms of these, and other historians, many of which are probably only misprints of a figure or letter,† errors which those conversant with the press well know the utmost vigilance is unable on every occasion to prevent."

After these remarks the author immediately proceeds—"One fruitful source of conflicting dates among historians, has been the different modes of computing time in European countries." Then, in a note on this paragraph, he says, "The confusion which arose from there being two modes of computing dates, (viz., old and new style) was great—the legislature, the church, and civilians, (speaking here only of English authorities,) referring every event which happened between January 1st and March 25th to a different year from historians." This statement is not in accordance with Mr. Willson's, but shows a much greater complication of the subject, and clearly manifests the utter and ridiculous fallacy of any pretences that all dates can now be harmonized and brought to new style—even were it of real importance that they should be.

The learned author already quoted for the proper distinction between *technical* and *historical* chronology, after saying that his concern is with historical chronology, adds, "of which, (viz., historical chronology) it may not be too much to say,

* Mr. Willson had not at this time written!

† In Mr. Willson's last gleaning of my two books, among thousands of dates he detected, I think, only six errors, of which three were wrong by just ten years, and one a mistake in the day of the month, where 6 was used for 26, showing clearly that one figure had been accidentally changed or omitted by the transcriber or printer. If I could flatter myself that my books had no more errors than Mr. Willson has found, or pretends he has found, I should regard them as wonders of accuracy. But I have no such faith in his knowledge. I have detected some small errors myself in searching to know whether those were such which he said were. They will at once be corrected, as will any others, whenever or however found.

that it is encompassed and perplexed with difficulties, of which those only can adequately judge, who are acquainted with the nature of the materials from which the chronologer has to construct his system." Then showing what some of these numerous difficulties are, the preface of this great work concludes by saying, "Perfection in such a compilation is not to be looked for ;" —"the reader's indulgence is implored for its faults,—let him tax his liberality in estimating its merits." Such is the language of real knowledge. Great is the difference between this, and Mr. Willson's "*superior accuracy*," see (Mr. Willson's) *Review* !

V. The matter contained in the last nine pages of Mr. Willson's pamphlet is thus headed : "An Appendix, containing *an additional list of the Errors* found in our Common School Histories." The phrase italicised affirms a former list of errors as *at present existing*, and affirms it under no date but that of the title-page, which is 1847. But the former list of errors, so far as my books are concerned, (and probably so of the others,) either never did exist, or was corrected nearly two years ago. Let the truthful and the candid consider, what an AMOUNT OF ERROR this one indirect assertion contains !

Whether the Appendix was, or was not given in a Report to a Society, matters little. But there are several reasons why I should suppose it written subsequently to my "Reply." That the quoted passages from my books, which, according to the Appendix, are errors, were a fresh gleaning, appears from this,—that while those in the "Report," being taken in the order of the pages, showed that my large and my little book, questions and all, were quite looked through, this fresh set, of the Appendix, begins the books over again, and goes on, generally, in the order of the pages ;*—except in one instance, which, being regarded as a magnate among my errors, was taken out of the order, and placed as the first. This we shall investigate,† as it forms an example of what we have asserted concerning the assuming manner in which Mr. Willson presumes

* These last "errors" deal much in marginal notes.

† See Note B.

to settle obscure and disputed points of history, ascribing error to others, and glory to himself for superior accuracy; when, in looking closely into the matter, we shall see that even in his Review he commits more errors than he finds.

However small may be the mistakes which any person, friend or foe, shall detect and make known to me in any of my books, I shall forthwith correct them. I have searched diligently for this object myself, and employed my friends; and when a learned Professor, of New Haven, found some inaccuracies in one of my histories, I went reverently to work, and corrected them on his authority; and now I have had the benefit of Mr. Willson's microscopic eye, sharpened, as it would seem, by his determination either to find faults, or to make them. How else could he get up an article, to which he could refer in his preface and pamphlet for that proof of his own research and accuracy, which should serve at the same time as a locomotive for carrying his own books into the public confidence, and transporting others out? But the fact that my books have gone through this ordeal, and that so little of error has been found, even by this searching operation,—and that little corrected, will, I hope, add something to the favor, with which, thanks to a generous public, they have already been received.

VI. The tendency of a counterfeit, or a poor imitation of any thing, is to depreciate the value of the original. Under this head I feel sensitively the wrong done me by Mr. Willson's book; *—books I may probably say, since I see, from the programme of his larger work on the last cover of the pamphlet, that he is in that using at least one of my original plans. That of commencing American History with an account of the Indian tribes, is such. Of all the proceedings of Mr. Willson in regard to my histories, nothing affects my mind so unpleasantly as his imitation of my style. Let the external resemblance of his work to mine be for a moment borne in mind. The two books now lie open on my table, and I was just read-

* In a short time, if Mr. Willson's work had passed unchallenged, persons who should examine his book first and mine afterwards, would suppose him the original and me the imitator.

ing from one of them the paragraphs on the deaths of Wolfe and Montcalm. I thought it was my own, and I was astonished and mortified, that I should have committed the rhetorical blunder of making a man speak after I had killed him. I then perceived it was Mr. Willson's book, and not my own, that I was reading. In the same way I was impressed, the first time I opened his book, in looking at a passage respecting the trials of the pilgrims immediately after their settlement at Plymouth. It seemed to me that I had written the passage, but written it badly. I was never affected in the same way, in reading any other book. Let Mr. Hale's or Mr. Grimshaw's History, or any other work of an original writer, though on the same subject, be lying side by side, no one would mistake, either from the inside or the out, the one for the other; nor if mine were by them, would either author of the three, be at a moment's loss to know his own book from the others.

Again, in Mr. Willson's imitation of my plan of making geography subservient to history, he has carried it to such a vicious excess, as to tend greatly to its discredit. As an experienced teacher, I would prefer Mr. Hale's History, without any geographical illustrations, to Mr. Willson's, with such a superabundance of geographical matter; and that often used, as in his small maps, without any regard to chronological correctness. For example, in page 117 of Mr. Willson's book, under the date 1609, is placed the map of New York and its environs, adapted to the present time. This map, under that date, contains a greater amount of anachronism than all combined, with which Mr. Willson has charged other writers. To place Tompkinsville on that map is an anachronism of about 200 years, and New Brighton still more.

Geography is one of the eyes of history; but if an eye were made to cover a quarter of the face, that would be a deformity. Geography, as well as history, is a science by itself, and it should be the first learned. An attempt entirely to blend the two, though they mutually shed light on each other, would be a great disadvantage to both. The teacher who has already in his mind, the general outline of his country's geography and history, may with profit and pleasure

examine much geographical minutia, in connection with historical facts ; but place young pupils, who are yet to receive their first impressions of our early history, among such unconnected and incongruous details, as are presented by minute maps, and descriptions relating to places as now existing, and their minds must become overburdened and confused. Many small, unconnected maps, which are useless for showing the general relations, either of place or time, will rather hinder than aid the pupil in obtaining the correct outline of history.

Open Mr. Willson's book, and, in respect to marginal notes, it appears like mine. The arrangement of the margins, and the heavy peculiar type in which the dates are printed, are the same. Read the second paragraph of Mr. Willson's preface, and he describes his marginal notes in language, which exactly applies to mine, saying, "this plan avoids the necessity of encumbering the text with dates, and at the same time furnishes, to the inquiring reader, a history far more minute and circumstantial than could otherwise be embraced in a volume much larger than the present." My history it is which does this, but his does not ; for besides dates, his margins have nothing but questions, which add no fact, and explain none. But these questions thus being placed in juxtaposition with the answers, having references to point them out, and they taking in the whole text, both teacher and scholar are thus to be saved all labor of thought. By this means a bad method of mechanical teaching and mere verbatim recitation is indicated.* In my books, the marginal notes, besides minutia requiring figures, such as the number of the killed and wounded in battles, contain the general subject of the paragraph ; so that teachers, who do not choose to use questions, (and they are among the best,) can be assisted to comprehend the sense, and afterwards to recall it without re-perusal.

* In the able work of Mr. Page, of the New York State Normal School, entitled, "Theory and Practice of Teaching," (a work which I highly recommend to teachers,) I was much gratified to find the following remarks: "*Avoid a formal routine in teaching. Children are very apt to imbibe the notion that they study in order to recite. They have but little idea of any purpose of acquirement beyond recitation ; hence they study their text-book as mere words. The teacher should, as soon as possible, lead them to study the subject, using the book simply as an instrument.*"

It is not the microscopic mind, which is best suited to the vast pictures of history. Neither does the designer, when he wishes to group his subjects for such a picture, desire a light which shall show every little object, but one which reveals only the larger and more important, suffering others to fall into shade. The skill of the artist is known by what he omits, as well as by what he inserts. Shakspeare's Dame Quickly would have made a poor historian. In writing, then, for our youth, a compend of the history of our vast country, it is the grand outline which should be presented. The filling up of obscure and unimportant parts with circumstantial detail, is a capital fault; and one which renders a history, not only unsuitable for children to study, but which offends against good judgment; producing the effect, which in a picture is given by enlarging a finger to the size of an arm. But, if the figures are well grouped and well drawn,—if the lights are rightly distributed, and fall in proper masses,—and if the countenances show the suitable expression—no matter whether the dimensions of the picture be great or small, the painter is an artist. If in my works I have not done all this, yet such is the high mark at which I have aimed. Mr. Willson sets out with a professed end in view, that of minute correctness founded on the blemishes of others, which is incompatible with any great excellence.

Finally, if Mr. Willson's criticisms had had for their object to mend, and not to destroy,—though small their character, and mistaken their import, still they would have been received with some gratitude. But when I look from his pamphlet to his history, and see the evidence of the double operation, which he so deliberately performed on mine,—slandering on the one hand, and imitating on the other;—searching for faults with a magnifier, to show to the public as mine,—and at the same time studying my plans, and even my style, to mark them down as his own,—can it be wondered if severity flows from my pen? Is it not deserved? Would any thing else meet such a case? And can we think that the Perfect One, who commands us to imitate Him, will Himself, look with other eyes, than those of severity, on such a transaction?

NOTES.

NOTE A. PAGE 6.

'THE author (of the Review) had used for his criticisms first editions, &c.' That is, first editions of my American Histories as published subsequently to 1841. In that year, I began an alteration of my octavo History of the American Republic, which embraced so much and so many points of change, that when it was completed, the book was regarded rather as a new one, than an alteration of the first. It was with regret on several accounts, that I thus superseded a work, which I now regard as worthy to hold a place in the catalogue of our country's literature. The history of the last war with England, and that of the Republic from the close of this war, to 1828, exists in that book as original history, made out from public documents,—from memoirs of individuals,—and from the knowledge acquired by the author in living through those spirit-stirring times. But there were imperative reasons for the change. The maps had originally been published in an atlas, separate from the books. The plates were destroyed by the great fire in New York, of 1835, and I had become satisfied that in reviving those maps, it would be better that they should be diminished in size and inserted in the book. A more extensive knowledge of the state of education, had suggested other improvements to fit the work for the use of schools.

My present abridged History of the Republic of America, the same which Mr. Willson has imitated, is a work entirely rewritten:—my former abridgment not being by me, while I was writing it. I had been a teacher for nearly thirty years, and with a mind fully devoted to this favorite subject, I now for the fourth time, wrote an American History;—having also investigated for writing the subject of general history, so that I was not ignorant of the place, which my country was entitled to occupy in the grand field of nations.

I hope this controversy may induce such as are truly judges, to examine this work, and that, not merely as a child's book, but with the *quere* before them, whether it does not (whatever may be its faults) contain a bold, faithful, and distinct picture of our country's history, in all its essential features.

NOTE B. PAGE 23.

'This we shall investigate,' &c. This investigation is placed in a note, because the tone of historic research is necessarily different from that of the main scope of the Appeal.

The question at issue is—whether the early settlement at the mouth of Cape Fear or Clarendon river, now within the limits of North Carolina, belonged at the first division of Carolina to the northern province, as Mr. Willson asserts, and as Mr. Bancroft seems to suppose,—or to the southern province, as I have said; and, still believe—from the nature of the case, and from the authority of Dr. Holmes.

The damp warm climate of the south, having faded out the ink of the early state papers of Carolina, this is one of those cases in which the following remarks contained in the preface, quoted in the Appeal—viz. that of the "Oxford Chronological Tables," are applicable. "Not only are his" (the writer's) "sources of information scanty, and his data confused, but from the loss or mutilation of those ancient contemporary documents, which would have illustrated the earlier periods of history, he is compelled to have recourse to more questionable, because more recent records; and by comparing these together, and rejecting whatever seems to rest upon weak or uncertain testimony, he can at last obtain but an outline of the truth."

Yet Mr. Willson thus pronounces in the second page of the Appendix: "Mrs. Willard has fallen into an error with respect to the first settlement in the Carolinas. In North Carolina, two separate colonies were formed;—the Albemarle County Colony, in the northeastern part of the state, and the Clarendon County Colony, *farther south*, (it is at the *extreme south*,) on Cape Fear river."

In this passage Mr. Willson commits two errors, according to present divisions. There is no such county in North Carolina as Albemarle, nor is there any Clarendon county in that state. According to the present acceptance of the term, *county*, it cannot properly be applied to those undefined regions.

Having collected with care the few facts possessed, we regard Mr. Bancroft, and some other writers on this subject, as having used language very loosely. If any candid person will take Mr. Bancroft's history, and a good map of our Republic, and look geographically at the subject of the Cape Fear Colony, I think my views will be decidedly adopted.

Keeping your eye on the place of Old Town on the south side, and near the mouth of Cape Fear river,—look from thence to Edenton, north of Albemarle Sound, (the earliest seat of North Carolina legislature,) and then from Cape Fear to Charleston, in South Carolina. How were the ill-provided settlers at Cape Fear to get to Edenton for any purposes of government? Were they to go across the swamps and streams of the coast, even now impassable, and twice the distance to Charleston? or were they

to get to Edenton by going out to sea *more than twice* the distance, and around those dangerous capes of North Carolina, the most perilous navigation of our whole coast,—when to go to Charleston (less than half the travel) no such difficulties barred the way?

It is under the head of the “Progress of North Carolina,” that Mr. Bancroft mentions the Cape Fear settlers, yet through fifteen pages, from p. 151 to p. 166, (vol. II.,) all the facts, which he relates, concern the settlement at Albemarle. Here George Fox visited, here Quakerism took root, and here a peculiar spirit of wild independence grew up, which tinged the future politics of the incipient state; and it was this colony alone, which, in 1669, formed the laws which were the foundation of North Carolina jurisprudence. In 1695, thirty-four years before the present division of the Carolinas, all traces of this early settlement had disappeared, and the country was left wholly to the aborigines. The Cape Fear settlement, had never, therefore, any connection with North Carolina.

That South Carolina was begun by the union of the settlement of Cape Fear, or Clarendon, (the terms are identical,) with the later emigration, which was headed by Sayle and West, we shall now show. No such term as South Carolina was used until after this union, but the whole country was called by the general name Carolina. Sayle first settled (1670) either at Port Royal, or on Ashley river; and although Mr. Willson speaks *ex-cathedra* against the former supposition, the best authorities are divided; and Holmes (than whom American history has no more reliable authority) takes part with those, who say it was Port Royal. Be that as it may; at this time the whole of Carolina contained the three settlements,—Albemarle, and the Cape Fear or Clarendon settlement, (*which as early as 1666 contained 800 persons,*) and that of Gov. Sayle. He came over with only two ships; and it is not, therefore, probable, that the colonists who were to remain with him, were more than one quarter as numerous as the Cape Fear people; nor could the emigrants from New York, who soon joined them, be supposed to make up a number equal to that of the Clarendon settlement. The Clarendon people had for their governor, Sir John Yeamans, who was a favorite with Charles II., and with the proprietors of Carolina; and we are informed, that he had a grant of country to govern, which extended south of the southern limits of South Carolina.* He was made a landgrave, and some authorities say vice-palatine, under Mr. Locke’s constitution. It is natural to suppose that he would, on learning the arrival of Sayle and West, claim their colony as belonging to his jurisdiction, which there is reason to suppose that he did.

West, however, succeeded Sayle, but in less than a year was dispossessed of the government, to make way for Yeamans, (1671,) whom we find to be governor at Charleston, and bringing there, not to Cape Fear river, the

* Bancroft says, to the river St. Matheo, which being, as he and others state, the southern limit of the first patent given to Clarendon and seven other noblemen, was in 31° N. latitude.

first negro slaves. That he should have prevailed over West, indicates that his party—i. e., the Cape Fear people—were even then more numerous at the southern settlement, than the emigration which, coming over with West, would doubtless be in his favor. As to a power of the proprietors being exercised in this case, to remove Yeamans from his own more numerous colony at Cape Fear, and to take West, their own agent, sent out by them only one month before the signing of Locke's constitution, and therefore after that deliberately-formed instrument must have been fully anticipated,—that the proprietors should turn West out from governing his colony, and at the same time take Yeamans away from his, is adding two violent improbabilities. But if we suppose that the Clarendon people had united with those at the south, and were moving from the north to join them, and that they already outnumbered them, then the whole affair is made plain. Having thus shown the reason of the case, taking facts as stated by Mr. Bancroft, we now quote the assertions of Dr. Holmes, who refers to Chalmers and Drayton, and was a correspondent of Dr. Ramsay.

"The proprietaries of Carolina having (see Holmes' Annals, vol. i. p. 354) procured two ships for the transportation of adventurers to their projected settlement, William Sayle, appointed the first governor, embarked with a colony of settlers, with provisions, arms, and utensils for building and cultivation. On his arrival at Port Royal, he began to carry his instructions into execution. As an encouragement to settle at Port Royal, 150 acres of land were given to every emigrant. Deputies soon after arrived, bringing with them the plan of a magnificent town, to be laid out on the neck of land between the Ashley and Cooper rivers, and to be called, in honor of the king, Charlestown.

"Governor Sayle falling a victim to the damps of the climate, *the command of Sir John Yeamans, who had hitherto discreetly ruled the plantation around Cape Fear, was now extended over that which lay southwestward of Cape Carteret.* (It was thus the jurisdiction given to Sayle was designated.) The shores, the streams, and the country, having now been accurately surveyed, *the planters, from Clarendon on the north as well as Port Royal on the south, resorted to the banks of Ashley river,* as furnishing the most eligible situation for settlement; and here was now laid the foundation of old Charles Town. The province (viz., of South Carolina) was now divided into four counties, called Berkeley, Colleton, Craven,* and Carteret* counties; and the people, who had hitherto lived under a kind of military government, began to form a legislature for establishing civil regulations."

Dr. Holmes having now given what there is reason to believe is, in all essentials, a true history of the founding of South Carolina, further states:—"In 1695, Governor Archdale, learning that the Indians near Cape Fear

* No counties of these names are now in South Carolina, but there are such in the southeastern part of North Carolina.

were desirous of coming under the English government, admitted them to that privilege. Having heard of their barbarity to men cast away on their coast, he told them that he expected a civil usage from them to such shipwrecked persons in future. About six weeks after, a vessel coming from New England, with 52 passengers, was cast away at Cape Fear. Finding themselves surrounded by barbarians, and expecting instant death, they intrenched themselves. The Indians soon appeared, and, with signs of friendship, invited them out, showing them fish and corn; but, unwilling to trust them, they remained in their intrenchment until they were near starving. A few then ventured out to the Indians, who received them kindly, and furnished them with provisions for the rest. All, now emboldened, came forth, and were well treated by the king at his own town. *Three or four of them travelling over land to Charlestown, and acquainting the governor with their misfortune*, he sent a vessel to North Carolina, (i. e., Clarendon, not then North Carolina,*) which brought them to Cooper river, on the north side of which lands were allotted them, and they formed the settlement afterwards called Christ-Church Parish."—Holmes' Annals, vol. i. p. 455.

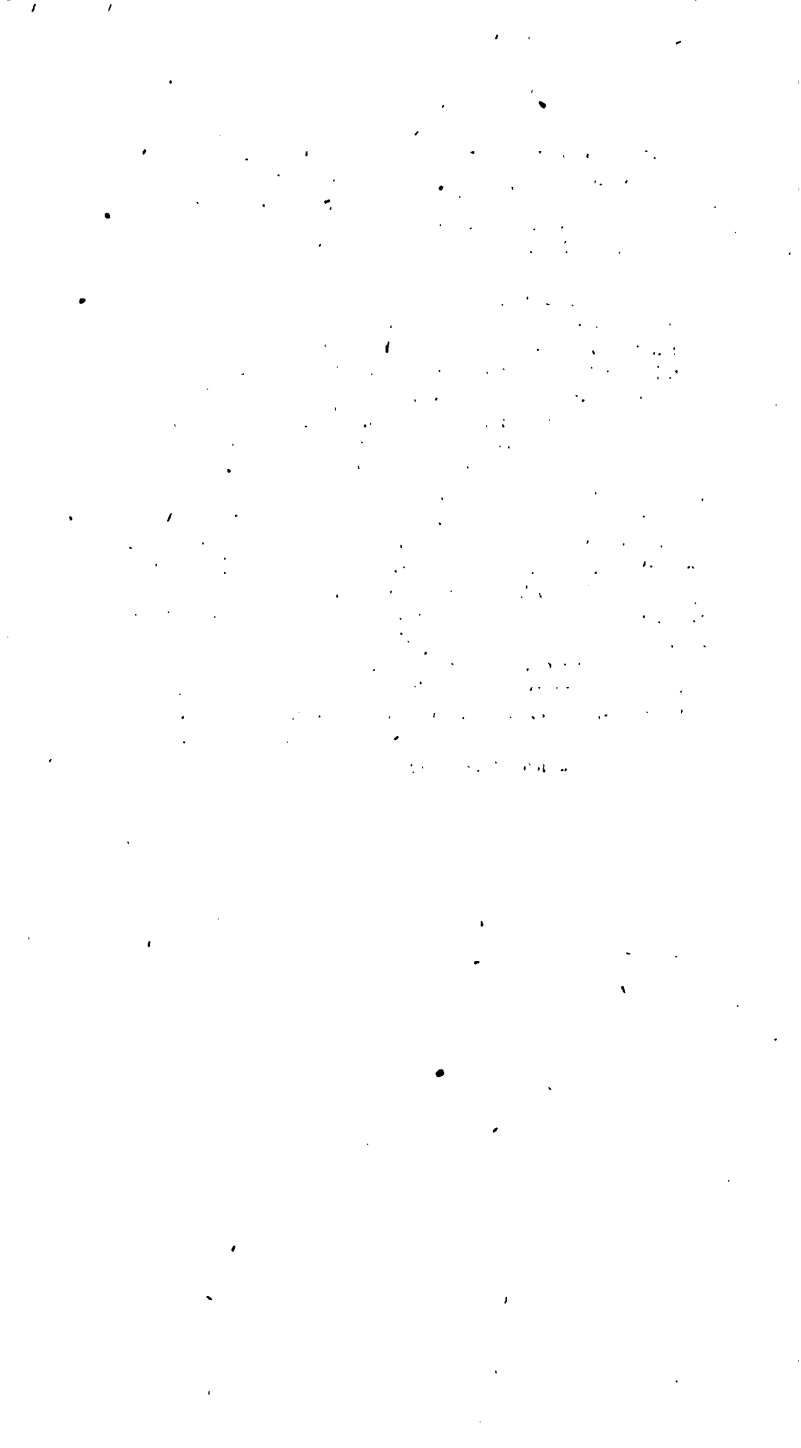
Can any one, following the above chain of evidence, refuse to believe that the Cape Fear settlement was of South Carolina and not of North Carolina? If so, then the paragraphs of Mr. Willson's history, which contain the accounts of the first settling, both of North and South Carolina, have repeated errors and imperfections. And I cannot but think, that he has, as a historian, made some assertions, for the purpose of showing others in the wrong, that he knows are contrary to ascertained facts. He says, p. 156, "*The Clarendon County Colony had never been very numerous, and the barrenness of the soil in its vicinity, offered little promise of reward to new adventurers. In 1671, Sir John Yeamans, the governor, was transferred from the colony to the charge of another, which had recently been established in South Carolina. Numerous removals to the southward greatly reduced the numbers of the inhabitants, and nearly the whole country embraced within the limits of the Clarendon county, was a second time surrendered to the aborigines before the year 1690.*"

Now, both Bancroft and Holmes testify to the numbers of the Clarendon people, as before stated. And, as to the "numerous removals," does not Mr. Willson know they were so numerous, that *all* the white settlers had abandoned the Cape Fear country before 1695. Nor do I believe that a single scrap of evidence exists, to show that there was one solitary white man in that country in 1690. Had there been any remains of the settlement left, as late as that period, it appears to me, that some tradition would have remained of the location of their town.

* If, however, this be disputed, it is not of moment to our argument. *The early Cape Fear settlers had, as these facts show, wholly left the country years before.*

There is something in the above account of the Cape Fear Indians, which, together with a passage of the scanty annals left of the early Clarendon settlers, makes it probable that Charleston had more New England blood mingled in its fountain-spring, than we are wont to suppose. This has a bearing on our main subject. These Indians, it appears to me, must have been taught Christianity by the Massachusetts men,—the compatriots of Elliot. And although there seems an impression among writers, that the New England settlers, who were the first at Cape Fear, had left that country before the arrival of the second or Barbadoes colony; yet, if so, why should the general court of Massachusetts, in 1667, *two years after the arrival of Sir John Yeamans, and the Barbadoes settlers*, order a contribution made throughout the Bay Colony, for the people at Cape Fear, they being in distress.* It is clear that it must have been their own people, whom they thus sought to relieve; and very likely their Barbadoes companions partook with them, of the charitable succor; and then, that they all went south together, and helped to lay the foundation of Charleston. The sturdy opposition so soon made there, to Mr. Locke's constitution, which would not so much have been expected, either from the people sent by the proprietors with West, or from those led by the son of a cavalier, favors the supposition, that Charleston had a goodly number of unmanageable New Englanders, to aid in her early councils. This adds some weight to the conclusion already formed, that the Clarendon settlers were of South Carolina;—and in South Carolina, according to the first division of that province, into North and South.

* See Holmes' Annals for the year 1667.



TO THE PUBLIC.

THE PUBLISHERS, in presenting the following testimonials of the merits of Mrs. Willard's History of the United States, would ask special attention to one of a very recent date—the Report of the Committee of that distinguished body of teachers—The “WARD SCHOOL ASSOCIATION OF THE CITY OF NEW YORK.”

This report was made by their regular Book Committee on the 20th of January, 1847. The resolution accompanying the report was adopted by the Association, and the abridged history, to which it refers, has since been introduced into some of the largest public schools of the city, the *very place* where the criticisms of Mr. Willson are published and circulated.

REPORT.

The Committee on Books of the Ward School Association respectfully report:

That they have examined Mrs. Willard's History of the United States with peculiar interest, and are free to say, that it is in their opinion decidedly the best treatise on this interesting subject that they have seen.

To obtain a complete knowledge of the history of his own country is the duty of every child. The history of the United States should be placed and arranged in philosophical order. If the faculties are enabled to seize and hold fast to past events, future facts will naturally find and keep their own place in the mind. As a school book, its proper place is among the first. The language is remarkable for simplicity, perspicuity, and neatness; youth could not be trained to a better taste for language than this is calculated to impart. The history is so written as to lead to geographical examinations, and impresses by practice the habit to read history with maps. It places at once, in the hands of American youth, the history of their country from the day of its discovery to the present time, and exhibits a clear arrangement of all the great and good deeds of their ancestors, of which they now enjoy the benefits, and inherit the renown. The struggles, sufferings, firmness, and piety of the first settlers are delineated with a “masterly hand.”

The gradual enlargement of our dominions, and the development of our national energies, are traced with a minute accuracy, which the general plan of the work indicates.

The events and achievements of the Revolution and of the last war, are brought out in a clear light, and the subsequent history of our national policy and advancement strikingly portrayed, without being disfigured by that tinge of party bias which is so difficult to be guarded against by historians of their own times.

The details of the discovery of this continent by Columbus, and of the early settlements by the Spaniards, Portuguese, and other European nations, are all of essential interest to the student of American history, and will be found sufficiently minute to render the history of the continent full and complete. The different periods of time, together with the particular dates, are distinctly set forth with statistical notes on the margin of each page,—and these afford much information without perusing the pages.

The maps are beautifully executed, with the locality of places where particular events occurred, and the surrounding country particularly delineated. These are admirably calculated to make lasting impressions on the mind.

The day has now arrived when every child should be acquainted with the history of his country; and your Committee rejoice that a work so full and clear can be placed within the reach of every one.

The student will learn, by reading a few pages, how much reason he has to be proud of his country—of its institutions—of its founders—of its heroes and statesmen: and by such lessons are we not to hope that those who come after us will be instructed in their duties as citizens, and their obligations as patriots?

Your Committee are anxious to see this work extensively used in all the schools in the United States.

(Signed,)

SENECA DURAND,
EDWARD McELROY,
JOHN WALSH.

The Committee would respectfully offer the following resolution:

Resolved, That Mrs. Emma Willard's History of the United States be adopted by this Association, and its introduction into our schools earnestly recommended.

At a meeting of the Board of the Ward School Teachers' Association, January 20th, 1847, the above Resolution was adopted.—(Copied from the Minutes.)

WILLARD'S HISTORY
OF
THE UNITED STATES.
OR
REPUBLIC OF AMERICA.
ILLUSTRATED WITH MAPS AND ENGRAVINGS
TWO EDITIONS.

The Academical, or Library Edition, 8vo.

AND THE

Abridged, or School Edition, 18mo.

The large work is designed as a Text Book for *Academies* and *Female Seminaries*; and also for *District Schools* and *Family Libraries*.

The small work, being an *Abridgment* of the same, is designed as a *Text Book for Common Schools*.

It commences with the discovery of America, 1492, and goes down to the death of General Harrison, 1842, (350 years.) The originality of the plan consists in dividing the time into *periods*, of which the beginnings and terminations are marked by important events; and constructing a *series of maps illustrating the progress of the settlement of the country, and the regular advances of civilization*.

It has a *chronographic chart*, which gives, by simple inspection, a view of the divisions of the work, and the events which mark the *beginning* and *termination* of each period into which it is divided.

A *full chronological table* will be found, in which all the events of the History are arranged in the order of time.

There is appended to the work the *Constitution of the United States*, and a series of questions adapted to each chapter, so that the work may be used in schools and for private instruction.

The *Hon. Daniel Webster* says, of an early edition of the above work, in a letter to the author, "*I keep it near me, as a Book of Reference, accurate in facts and dates.*"

RECOMMENDATIONS
OF
WILLARD'S UNITED STATES.

Philadelphia, Oct. 1, 1842.

Gentlemen,—I have examined the above mentioned work with great pleasure. It is just such a history of our country as I think has long been a desideratum. The chronology is admirably arranged, and the maps are invaluable. I have not time to say all in its praise that I could and would. I fear its price will prevent its extensive use. Should a school edition of it be published, as I hope there will, the maps should by no means be omitted.

I am very desirous to have it in my power to introduce it into the Academical Department of the University.

Truly yours,

S. W. CRAWFORD,
*Principal of the Academical Department of the
University of Pennsylvania.*

New York, Oct. 25, 1842.

Messrs. A. S. Barnes, & Co.

Gentlemen,—This new publication, in which the harmony, beauty, and strength of the English language are elegantly displayed, needs only to be seen by teachers and private students, in order to be admired and adopted as a standard work. It is evident, that in writing it, the ingenious authoress was influenced by the well-known axiom, that "*Geography and Chronology are the two eyes of History.*" The luminous connexion of those sciences, with the gradual advancement and development of historical facts, by enabling the reader to locate his ideas, renders the study more easy and instructive. At the same time, by means of the marginal notes, dates, etc., he is furnished with a common-place book of history, from which, as those references are passed in review, the whole continuous

RECOMMENDATIONS OF

chain of the narration cannot fail to be vividly and permanently impressed on the mind. I shall introduce the work into my school, and recommend it to others.

E. L. AVERY.

No. 67 *Chrystie Street*.

Philadelphia, Oct. 28, 1842.

Messrs. A. S. Barnes, & Co.

Gentlemen,—I most cheerfully express to you the satisfaction with which I have examined Mrs. Willard's History of the United States. It is just such a book as I have long desired for the use of my advanced classes. Its valuable chronological and geographical helps; its marginal analysis; its perspicuous style, methodical arrangement, and impartial statement of facts, render it the most perfect work of the kind with which I am acquainted.

Yours truly,

SAMUEL RANDALL,

Principal of Female Seminary.

Philadelphia, Oct. 24, 1842.

Gentlemen,—To make our youth good citizens, it is of vast importance that they should be well instructed in the history of their country. Emma Willard's "History of the Republic of America," published by you, is the very thing to accomplish this desirable end. Every youth in the Union should possess a copy of this work.

Yours, respectfully,

B. N. LEWIS,

Principal of Academy, 359 South Second Street.

Philadelphia, Nov. 9, 1842.

Messrs. A. S. Barnes and Co.

Gentlemen,—I have examined, with deep interest, Willard's History of the United States, as revised and published by you, and think it a work superior to any other of the kind within my knowledge. In point both of design and execution, it is admirably adapted, in my opinion, to facilitate a knowledge of that interesting branch of learning of which it treats. Believing it to be an improvement upon any other History of the United States now in use, I have decided, forthwith, to have it introduced into the Institute under my care.

AZARIAH PRIOR,

Principal of Southern Institute for Young Ladies.

RECOMMENDATIONS OF

Mrs. Willard's History of the U. States is just the work for schools that is much needed; a better work of the kind we have not. The *clear* and *orderly* arrangements of its parts, the beauty of the style, and the *correct marginal* references, *periods, dates* and *questions*, give it the pre-eminence. I intend introducing this work as soon as practicable into my school.

Yours, very respectfully,

CHS. WM. NICHOLS.

City Commercial School, N. Y.

The History of the United States by Mrs. Emma Willard, is superior to any School History with which I am acquainted. It well merits an introduction into our schools.

J. A. BROWN,

Principal of Mount Joy Institute.

Lancaster, Pa.

Mrs. Willard—Respected Madam,—

Through the politeness of the Hon. S. D. Hubbard, we have had the opportunity of reading your valuable "History of the United States," and, in accordance with his suggestion, have written a notice of it which we offer to the public, hoping that it may have some influence towards its introduction into our schools generally.

Very respectfully, yours,

E. P. HOVEY.

The undersigned having carefully perused Mrs. Willard's History of the United States, desire to commend it to the notice of the public. Its table of Chronology, its convenient and useful marginal index, and its maps, each of which is accurately adapted to that particular portion of history it is designed to elucidate, cannot fail to command the admiration of those who give it a cursory examination only.

But its chief excellence, if we rightly understand its worth, lies in its new and systematic plan. The philosophical arrangement of its events, must have a salutary influence upon the mind, by inducing in it a love of order, and by leading it to habits of systematic research. We wish to see an abridgment of the work, adapted to a younger class of learners,

WILLARD'S UNITED STATES.

with questions at the bottom of each page, directing the attention of the pupil to the most important points to be retained.

E. P. HOVEY,
Principal of the Female Department, City High School.

P. P. HOBART,
Associate Teacher.

Middletown, June 22, 1843.

Patchogue, L. I., Aug. 16, 1843.

Messrs. A. S. Barnes & Co.

Gentlemen,—I have received a copy of Mrs. Willard's History of the United States, as published by you; the large as designed for libraries, and a text book for academies; and the abridgment, for *common schools*; and I most cheerfully express to you the opinion, after a diligent examination of its merits, that in point of design and execution, it is admirably calculated to facilitate a knowledge of that branch of learning of which it treats, and that for arrangement, precision, grace and beauty, it is not equalled by any work with which I am acquainted. Believing it to be an improvement upon any other History of the United States, I have adopted it as a text book, and shall give it my decided preference, by an effort at introduction into the schools of this county.

Yours respectfully,

W. S. PRESTON,
County Superintendent of Com. Schools for Suffolk.

New York, Nov. 7.

Messrs. A. S. Barnes & Co.

Gentlemen,—Of Willard's United States, we consider its arrangement and matter exceedingly well calculated to render the too much neglected study of the history of our country more than usually interesting and profitable, and wish it a wide circulation.

Your humble and obedient servants,
PETIBONE & PERRINE.

OPINIONS OF THE PRESS.

From the Boston Traveller.

HISTORY OF THE UNITED STATES. By **EMMA WILLARD.**

This valuable book, is published by A. S. Barnes & Co. Philadelphia. To enumerate all the advantages which this work presents over others of its kind, would more than fill the space allotted us for this notice. The high talents and acquirements of Emma Willard, the distinguished founder of the Troy Female Seminary, are too well known and too widely appreciated to require commendation here. Her mind, at once cultivated, comprehensive, and exact—as has been shown again and again, in the successful and unsurpassed education of hundreds of young ladies from all parts of the country, who have enjoyed her valuable instructions—was the very one to occupy its brilliant powers and rich classic treasures, in the arrangement of the history of a country, among whose most honourable daughters she justly ranked. Woman imparts ever something of her own grace and beauty to whatever she touches; and what subject more fitted for her pen, than the absorbing tale of banished, exiled and adventurous men, who sought out a new and glorious home amid the perils and hardships of the wilderness,—and that other story of heroism, suffering, bravery, patriotism—that example of every thing great, noble, exalted, good—the foundation of a nation's freedom, achieved through blood, and years of unwearying privation and labour! Should not the glorious tale be touched by an angel's pencil?—Men are brave, enthusiastic, stern, and heroic. In writing history they catch more of the grand and the lofty. They would build up the Pyramid of the Colosseum. The household gods of their hearts are the sculptured Jupiter, the mighty Hercules: and though a refined taste would sometimes delight to build the Parthenon, or perpetuate in stone the unequalled charms of Venus, yet this is a refinement more approaching to feminine delicacy than to man's sterner nature. It is woman's touch alone that can give loveliness to all things. She breathes upon the subject the beauty of her own heart and na-

ture. She, the last work of creative power, overshadowing all the flowers of Eden in the perfection of her nature, partakes in her purity more of the touch of heaven, than all other sublunary things; and she alone has the privilege of imparting the same hue to that which she labours to build. Men give their images again as in a glass; woman reflects them from her own soul, warm, living, loving, beautiful, and pure. And are there not traits in our own country's history that deserve to be painted by a woman's hand? Has not woman's soul breathed out in them, as markedly as man's godlike nature? Did she not cling to the exile's heart, and bring to him a sweet forgetfulness of home and childhood's land? Did not the battling hero, when worn and faint, starving and despairing, look on her sweet constancy and learn endurance?

Bancroft has written us a noble history. It will live as long as the story which it so well records. But Bancroft's work is a grand and vast one, like our own Niagara, and interminable forests, and boundless prairies. But around that waterfall, beneath those lofty pines and sycamores, and on those vast plains, there smile beautiful flowers, sweet blossoms of the heart, which only woman's delicate hand could pluck. It was fitting, too, that the intelligent young ladies of our land should have a history in which they could delight. But Mrs. Willard's work has not alone the grace of woman's pen. It has other, useful qualities. In perfect arrangement, comprehensiveness, and well digested detail, it is the best book for reference of any published.

After a neat and appropriate preface, the work presents a full chronological table, containing on the same page, in parallel columns, the date of the events included, and the reigning sovereigns of England, France and Spain, and the Presidents of the United States. This arrangement, completed, as it could only have been, by great labour and research, will save the student of history hours of unpleasant employment. The table is very full, occupying nearly twenty pages, and extending from 1492 to the death of President Harrison. The History is then divided into four principal parts—the first embracing the Discoveries, the second the Settlements, the third the details of the struggle for Independence and the adoption of the Constitution, and the fourth the History of the Nation from 1789 till the death of Harrison. Every portion of this History is condensed and succinct, including an astonishing amount of matter for a volume of 400 pages—yet all expressed in a style distinguished for its clearness, precision, grace and beauty. The volume also contains the Constitution of the United States, and an Addenda of full and appropriate questions on each chapter, which materially enhances the value of the book, for the use of schools and seminaries.

RECOMMENDATIONS OF

We consider the work a remarkable one, in that it forms the best book for general reading and reference published, and at the same time has no equal, in our opinion, as a text book. On this latter point, the profession which its author has so long followed with such signal success, rendered her peculiarly a fitting person to prepare a text book. None but a practical teacher is capable of preparing a *good* school-book; and as woman has so much to do in forming our early character, why should her influence cease at the fire-side—why not encourage her to exert her talents still, in preparing school and other books for after years? No hand can do it better.

The typography of this work is altogether in good taste.

From the New York American.

HISTORY OF THE UNITED STATES. By EMMA WILLARD, 1 vol. pp. 400. Philadelphia.

Beginning with the discovery of the continent, this rapid but seemingly well digested historical compend is brought down to the death of General Harrison. It is conveniently divided into periods and chapters, and to these in the Appendix is adapted a series of questions to prove how far the learner has studied and comprehended his task. A chronological table is prefixed to the volume, which is so arranged as, while indicating events of chief interest in our own country, to show who were the reigning sovereigns of the day in Europe.

As a book of ready reference for any particular fact or date, this is a valuable publication, and as a general manual or outline of our American history.

From the Cincinnati Gazette.

MRS. WILLARD'S SCHOOL HISTORY OF THE UNITED STATES.

This work is for sale by Mr. James on Pearl Street. It is one of those rare things, a good school book; infinitely better than any of the United States Histories fitted for schools, which we have at present. It is quite full enough, and yet condensed with great care and skill. The style is clear and simple, Mrs. Willard having avoided those immense Johnsonian words which Grimshaw and other writers for children love to put into their works, while, at the same time there is nothing of the *pop* style about it. The arrangement is excellent, the chapters of a good

WILLARD'S UNITED STATES.

length; every page is dated, and a marginal index makes reference easy. But the best feature in the work is its series of maps; we have the country as it was when filled with Indians; as granted to Gilbert; as divided at the time the Pilgrims came over; as apportioned in 1643; the West while in possession of France; the Atlantic coast in 1733; in 1763; as in the Revolution, with the position of the army at various points; at the close of the Revolutionary War: during the war of 1812-15; and in 1840: making eleven most excellent maps, such as every school history should have. When we think of the unintelligible, incomplete, badly written, badly arranged, worthless work of Grimshaw which has been so long used in our schools, we feel that every scholar and teacher owes a debt of gratitude to Mrs. Willard. Miss Robins has done for English History, what Mrs. Willard has now done for American, and we trust these two works will be followed by others of as high or higher character. We recommend Mrs. Willard's work as better than any we know of on the same subject; not excepting Bancroft's abridgement.—This work, followed by the careful reading of Mr. Bancroft's full work is all that would be needed up to the point where Bancroft stops; from that point, Pitkin and Marshall imperfectly supply the place, which Bancroft and Sparks will soon fill.

From the United States Gazette.

We have from Messrs. A. S. Barnes & Co., No. 21 Minor Street, an octavo volume containing a History of the United States, or the Republic of America, by Emma Willard.

Mrs. Willard is well known throughout the country as a lady of high attainments, who has distinguished herself as the Principal of Female Academies, that have sent abroad some of the most accomplished females of the land.

The plan of the authoress is to divide the time into periods, of which the beginning and the end are marked by some important event, and then care has been taken to make plain the events of intermediate periods. The style is clear, and there appears no confusion in the narrative. In looking through the work, we find it marked by some important event and illustrated by maps or engravings.

WILLARD'S UNITED STATES,

From the Newburyport Watchman.

An Abridged History of the United States—by Emma Willard.
Philadelphia: A. S. Barnes, & Co., 1843.

A book bearing the above title has been sent us by the publishers, and after a pretty thorough examination of its contents, we think we are warranted in saying that it is better adapted to meet the wants of our schools and academies in which history is pursued, than any other work of the kind now before the public.

The style is perspicuous and flowing, and the prominent points of our history are presented in such a manner as to make a deep and lasting impression on the mind.

The maps and embellishments add much to the value of the book, and the questions at the bottom of each page are such as an experienced teacher only knows how to give. We could conscientiously say much more in praise of this book, but must content ourselves by heartily commending it to the attention of those who are anxious to find a good text book of American history for the use of schools.

From the Albany Evening Journal.

Willard's United States.—We are indebted to the publishers for a copy of the History of the American Republic, prepared for the use of common schools, by Mrs. Emma Willard. It is well printed on strong white paper, and is bound in a plain substantial manner—all important requisites in a school book. The text is prepared with equal skill and judgment. Commencing with the earliest notices of our continent, the narrative, compendious, accurate and well arranged, is brought down to the period of Gen. Harrison's death in 1841. The memory of the youthful student is aided by a number of spirited illustrations—by no means unimportant auxiliaries—while to lighten the labours of the teacher a series of questions is adapted to each chapter. Nor is its usefulness limited to the school-room. As a book of reference for editors, lawyers, politicians and others, where dates and facts connected with every important event in American History may be readily found, this little book is truly valuable.

With great care and skill. The style is clear and simple, Mrs. Willard having avoided those immense Johnsonian words which Grimshaw and other writers for children love to put into their works, while, at the same time there is nothing of the *pap* style about it. The arrangement is excellent, the chapters of a good

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NEW AND IMPROVED EDITION
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ILLUSTRATED WITH MAPS AND ENGRAVINGS,

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Schools and Academies.

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This work, by the author of "HISTORY OF THE UNITED STATES, OR REPUBLIC OF AMERICA," is arranged in *three parts*, viz:

**ANCIENT, MIDDLE, AND MODERN HISTORY.**

**ANCIENT HISTORY**, is divided into six periods—comprising events from the Creation, to the Birth of our Saviour.

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( 3 )

It contains Sixteen Maps of the following Nations:—

**ANCIENT HISTORY.**

1. Egypt.
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9. Western Continent.
10. British Islands.
11. Spain and Portugal.
12. Countries around the Baltic Sea.

**MIDDLE HISTORY.**

5. Roman Empire.
6. Asia Minor.
7. The Caliphate.

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These Maps are drawn by one of the most experienced artists in the country, and for Geographical accuracy, the publishers believe they will render entire satisfaction.

A Chronographical Chart, or Picture of Nations, will be found giving a sketch of the course of Empire, from the earliest period of time.

Marginal Notes are also given, which prominently display *dates, events, the names of Battle-fields, Treaties, Hereditary Lines of Kings, &c., &c.* These do not appear in the body of the History, and hence it is relieved of the dry detail with which most Histories are encumbered, and *prominence* is given to that which is so important to be impressed upon the memory. It is hoped this work will meet the wants of our Schools, and promote the cause of Education.

# NEW AND VALUABLE WORK,

**For Schools and Libraries.**

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THE

HISTORY OF EUROPE,

FROM THE COMMENCEMENT OF

THE FRENCH REVOLUTION IN 1789,

TO THE

RESTORATION OF THE BOURBONS IN 1815,

BY ARCHIBALD ALISON, F.R.S.E.

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